



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: There were a couple standards that were nowhere to be found in the student edition. If you want this curriculum to be adopted by schools or districts, this issue should be corrected.

Material for Review

Course: Social Studies Grade 4 (5021060)

Title: Florida Studies Weekly - State History , Edition: 23

Copyright: 2016

Author: Sam Payne, Nicole Lamberton, Monica Mott Sherwin, Christopher Lingel

Grade Level: K - 5

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Every standard/benchmark is covered at least twice. Studies Weekly (SW) even indicates whether the standards are simply mentioned, or covered in-depth, and on which pages.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The depth to which the standard is covered is up for debate, depending on one's definition of rigor, one's interpretation of the standard, and one's feelings toward the importance of certain standards over others.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

SW provides a variety of uses, both in print and digitally.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Brevity is the selling point of this 'textbook', which means that there often aren't a lot of details provided in the student copy of the text. However, there are supplemental materials available for the teacher to use to elaborate on certain topics.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Some lessons mention, for example, showing a short video, then having a 2-3 minute discussion afterwards with the class about the video. As a teacher, this is seldom the case, as one simple question often requires a few minutes of discussion. Most teachers at my school are lucky to get 15-20 minutes for social studies instruction outside of the Reading Block, and SW suggests 45 minutes, 5 days a week. Even if teachers taught social studies in their reading block, this takes up a huge chunk.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The primary sources in the materials are often vague and generic sources that fail to humanize the historical figures in the lesson. One example of how this could be improved, using the Jean Ribault/Pedro Menendez confrontation, is to include excerpts from first-hand accounts of the encounter at the mouth of the St John's (yes, these actually exist!). They describe how sailors on each ship shouted obscenities at each other, and include other details that would show students the realism of this conflict. To simply say that one nation wanted to destroy the other's settlement doesn't do justice.. Use primary sources that humanize the individuals in the lesson.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

see justification above.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

with exception to the included errata documents, yes.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

One example: Week 12, page 2 mentions how well the Florida governor got along with the American Indians (sic), and cites the summary from two anthropologists as evidence. Is there any evidence from the natives' perspectives to corroborate this biased opinion?

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I was very pleased with the amount of details regarding the Menendez/Ribault conflict. Was not expecting this from a publisher.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

the text uses a lot of catch phrases and vernacular to motivate readers and keep their interests. Not all topics flow from one to the other though.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

A lot of each passage directly speaks to the reader, asking them to consider how they feel about a certain topic or other similar reader-response activities.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

My only criticism is the financial literacy sections. These could easily tie in to the weekly topic, but don't. Take Week 8, for example - the literacy topic is salaries, wages, and commission, which could easily contain a reference to that weekly topic of colonization. Most other interdisciplinary connections (like maps, biographies, and civics) are connected to the weekly topic of study.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The fact that I didn't notice different ethnicities/genders/etc in the text demonstrates that SW has portrayed them accurately. Oftentimes a textbook will have obvious minorities in an image, and it stands out in a bad way. I didn't experience this with this content.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I reviewed SW for my district 6 years ago and am very pleased with its content improvements since then.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The teacher supplement guide provides teachers a complete lesson plan for each week.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

images aren't too large or distracting. Text is short and to the point. common vernacular is used in the text for easy readability.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is true for the main topic of study for the week. However, the extra addons (at the bottom of each page in the student pages) often leads me wanting more detail or explanation.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The UDL questionnaire form includes all of the assistive elements of the online text, but I was unable to figure out how to access them when I was looking at the student edition (I could just zoom in and out).

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Learning

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A. Motivational Strategies

1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Revere the Rat helps students along their weekly journey. Articles are short and cover a variety of topics each week.

B. Teaching a Few "Big Ideas"

2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

While all standards and concepts are covered, they are hardly covered thoroughly. In any given article, maybe 40% of it is actual instruction, while the remaining content consists of silly statements (elementary student vernacular) or connections to current ways of life.

C. Explicit Instruction

3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

readability is adequate, with support from teacher.

D. Guidance and Support

4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each weekly edition contains a 'weekly question', along with literature/writing connects on the back.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Differentiated Instructions are included for each lesson in the Teacher Supplement. Strategies for ESE, Gifted, ELL and multiple learning styles are included.

E. Active Participation of Students

6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very few physical activities were found, but there were many mental activities for each lesson.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Graphic organizers are utilized throughout and at the end of each week's lesson to help students organize what they've learned.

F. Targeted Instructional Strategies 8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Graphic Organizers, writing responses, and many Marzano Strategies can be found in lesson plans and weekly editions.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

the identified strategies are research-based (see comment above) and are focused on the standard being taught.

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students have two short response questions on each weekly assessment, one where they are asked to cite evidence from the weekly edition. All questions correlate to standards.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Most test questions (8 out of 9) are multiple choice items that ask specific questions from the weekly edition. A teacher who uses the weekly assessment, but does not use the weekly editions would not have success. This means the test covers the edition, not necessarily the standards in general.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The teacher supplement contains differentiated suggestions for all learners, but not necessarily for every lesson.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SS.4.A.1.1:** Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Secondary sources are covered well. Primary sources, on the other hand, are either generic (cartoony image of a flag or historic individual) or are blurred to the point of being unreadable (see map in "What were spanish missions like" section of Week 9, the inside pages of week 17, or the first page of week 18 for examples). Very little analyzing happening.

2. **SS.4.A.1.2:** Synthesize information related to Florida history through print and electronic media.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered in most weekly editions

3. **SS.4.A.2.1:** Compare Native American tribes in Florida.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Week 6 covers 6 of the larger tribes, but does not mention some others. For example, the geography section that discusses Brevard and Indian River County would have been a perfect section to mention the Ais Indians who lived there (and later scared off Ponce de Leon when he landed in Brevard). The Teacher supplement does contain additional activities to help compare the tribes.

4. **SS.4.A.3.1:** Identify explorers who came to Florida and the motivations for their expeditions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered with decent details in about 6 weekly editions

5. **SS.4.A.3.10:** Identify the causes and effects of the Seminole Wars.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The primary cause for wanting the natives to leave could have been explained with more details, connecting it to the nationwide issue of westward expansion, indian removal act, or the Trail of Tears

6. **SS.4.A.3.2:** Describe causes and effects of European colonization on the Native American tribes of Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered well in about 7 weekly editions

7. **SS.4.A.3.3:** Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered well in 3 editions

8. **SS.4.A.3.4:** Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very briefly described in Week 9 edition. Primary source map is small and blurry.

9. **SS.4.A.3.5:** Identify the significance of Fort Mose as the first free African community in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

weekly edition covers the span of Ft Mose's existence, and also compares it to the pro-slavery sentiments of Florida during the Civil War.

10. **SS.4.A.3.6:** Identify the effects of Spanish rule in Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered in 5 weekly editions

11. **SS.4.A.3.7:** Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered adequately

12. **SS.4.A.3.8:** Explain how the Seminole tribe formed and the purpose for their migration.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
in the two weekly editions nothing is mentioned about how the Seminoles were formed from the Creek Indians from Georgia/Alabama areas. And there is only one line about why they migrated into Florida.

13. **SS.4.A.3.9:** Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered very well in Week 16

14. **SS.4.A.4.1:** Explain the effects of technological advances on Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in multiple weekly editions

15. **SS.4.A.4.2:** Describe pioneer life in Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in multiple editions. topics range from climate to professions to daily hardships.

16. **SS.4.A.5.1:** Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The entire weekly edition focuses on this standard, but some aspects (blockades in particular) could use more detail and description. Battles and secession are covered well.

17. **SS.4.A.5.2:** Summarize challenges Floridians faced during Reconstruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
no mention of Black Codes in weekly edition

18. **SS.4.A.6.1:** Describe the economic development of Florida's major industries.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in multiple weekly editions

19. **SS.4.A.6.2:** Summarize contributions immigrant groups made to Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
was very impressed with the information provided in Week 28 regarding immigrant groups in Florida

20. **SS.4.A.6.3:** Describe the contributions of significant individuals to Florida.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in multiple weekly editions

21. **SS.4.A.6.4:** Describe effects of the Spanish American War on Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered well in Week 19

22. **SS.4.A.7.1:** Describe the causes and effects of the 1920's Florida land boom and bust.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Causes of land boom are vague and, oddly, covered two weeks after describing the 'bust' (weeks 22 and 24). The 'bust' is described nationally, rather than locally, so students may be left wondering how it affected Floridians.

23. **SS.4.A.7.2:** Summarize challenges Floridians faced during the Great Depression.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

decent description. Still would like to see more anecdotal stories of how Floridians were affected. For example, what kind of jobs were Floridians given in the New Deal?

24. **SS.4.A.7.3:** Identify Florida's role in World War II.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

very impressed with the coverage of this standard in Week 23.

25. **SS.4.A.8.1:** Identify Florida's role in the Civil Rights Movement.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Great coverage for national civil rights activities, and decent coverage of local leaders. Would have liked to see Harry T Moore mentioned in the voting rights section, rather than a vague description of how 'leaders' fought for their rights. (Harry T Moore was from Brevard County and worked with Thurgood Marshall to defend voting rights in Florida.)

26. **SS.4.A.8.2:** Describe how and why immigration impacts Florida today.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

This standard is supposedly 'covered' in Week 24, but there isn't a single mention of immigrants in the student edition. No mention of Cubans in Tampa or Greeks in Tarpon Springs, for example. This standard is not covered at all.

27. **SS.4.A.8.3:** Describe the effect of the United States space program on Florida's economy and growth.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

The student edition covers the space program well, but does not mention anything about its effects on Florida's economy and growth, which is the focus of this standard. Ideally, it would mention how many businesses in Brevard County are located there simply because of the space industry (and then how secondary businesses like restaurants, hotels, etc are also there to support the space industry workers). Or how the city of Titusville saw crazy amounts of growth in the 60's because of this industry and, recently, saw crazy amounts of decline with the ending of the shuttle missions. None of this is mentioned, and students are left to infer this standard.

28. **SS.4.A.8.4:** Explain how tourism affects Florida's economy and growth.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered well in Week 31

29. **SS.4.A.9.1:** Utilize timelines to sequence key events in Florida history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Timelines are found inside each student edition. However, not all events are Florida events. Week 26, for example, doesn't mention a single Florida history event during the Civil Rights movement.

30. **SS.4.C.1.1:** Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered well in Weeks 2, 3, and 16.

31. **SS.4.C.2.1:** Discuss public issues in Florida that impact the daily lives of its citizens.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered well in Week 3

32. **SS.4.C.2.2:** Identify ways citizens work together to influence government and help solve community and state problems.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

covered well in Week 3

33. **SS.4.C.2.3:** Explain the importance of public service, voting, and volunteerism.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in Week 3

34. **SS.4.C.3.1:** Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Covered well in Week 2

35. **SS.4.C.3.2:** Distinguish between state (governor, a state representative, or senator) and local government (mayor, city commissioner).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in Week 3

36. **SS.4.E.1.1:** Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
sprinkled throughout the student editions

37. **SS.4.E.1.2:** Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in Weeks 25 and 29

38. **SS.4.G.1.1:** Identify physical features of Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
geography covered in most weekly editions, especially in Week 4

39. **SS.4.G.1.2:** Locate and label cultural features on a Florida map.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

40. **SS.4.G.1.3:** Explain how weather impacts Florida.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
multiple mentions of hurricanes and Florida's tropical climate

41. **SS.4.G.1.4:** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered well in Week 5

42. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
ELL modifications are provided in the Teacher Supplement

43. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
ELL modifications are provided in the Teacher Supplement

44. **HE.4.C.2.4:** Recognize types of school rules and community laws that promote health and disease prevention.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
covered in Week 3

45. **LAFS.4.RI.1.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

46. **LAFS.4.RI.1.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

47. **LAFS.4.RI.1.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

48. **LAFS.4.RI.2.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

49. **LAFS.4.RI.2.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

50. **LAFS.4.RI.2.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

51. **LAFS.4.RI.3.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

52. **LAFS.4.RI.3.8:** Explain how an author uses reasons and evidence to support particular points in a text.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

53. **LAFS.4.RI.3.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

edition.

54. **LAFS.4.RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

55. **LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

56. **LAFS.4.SL.1.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

57. **LAFS.4.SL.1.3:** Identify the reasons and evidence a speaker provides to support particular points.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

58. **LAFS.4.SL.2.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

59. **LAFS.4.W.1.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

60. **LAFS.4.W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

61. **LAFS.4.W.1.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

62. **LAFS.4.W.2.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

63. **LAFS.4.W.2.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

64. **LAFS.4.W.2.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

65. **LAFS.4.W.3.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

66. **LAFS.4.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

67. **LAFS.4.W.2.5:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular

points in a text").

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

68. **LAFS.4.W.3.9b:** Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

69. **LAFS.4.W.4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Language Arts standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

70. **MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Math standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

71. **MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Math standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

72. **MAFS.K12.MP.5.1:** Use appropriate tools strategically.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Math standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

73. **MAFS.K12.MP.6.1:** Attend to precision.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Common Core Math standards are covered by teachers' individual lesson plans, or by following sample lesson provided in Teacher Supplement. In addition, some CC standards are met if students complete response activities on the back page of student edition.

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